DOCUMENT RESUME

ED 313 071 JC 890 550

TITLE	Institutional Planning Guidelines, 1989-1990.
INSTITUTION	New Mexico Commission on Higher Education.
PUB DATE	19 Jul 89
NOTE	20p.; For a related document, see JC 890 551.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*College Administration; College Governing Councils; *College Planning; *College Role; Higher Education; *Institutional Mission; *Long Range Planning; State Colleges; Statewide Planning
IDENTIFIERS	*New Mexico; Strategic Planning

ABSTRACT

The strategic plan for higher education in New Mexico provided for a comprehensive statewide planning process involving all institutions and the Commission on Higher Education. The process includes 5-year institutional plans with annual updates according to guidelines established by the Commission. The guidelines provide information on timelines and data collection and specify content for the following sections of institutional planning documents: (1) a brief history of the development of the institution; (2) the governing board's official statement of institutional mission and goals; (3) a definition of the present role and scope of the institution, along with a summary of institutional intent for the next 5-year period; (4) a description and analysis of the external environment and the issues which coming trends will pose for the college; (5) an assessment of unique aspects of the institutional environment or any special opportunities for growth which would significantly affect the institution; (6) a description of college programs with particular emphasis on regional, national, new or innovative programs and program review and development; (7) information on policies for enrollment management (e.g., recruitment, admissions, enrollment, developmental studies programs, student support services, tuition and fees, cost of attendance, student financial aid, and articulation); (8) a description of current programs for outcomes assessment and placement and follow-up studies; (9) an overview of the current status of and the 5-year plan for faculty and staff development and personnel management; (10) an account of current and projected capital resources, including information on space usage, facilities maintenance, and equipment; (11) information on program accreditation; (12) projections of funding, equipment, and staffing needs over the next 5 years; and (13) a discussion of other planning issues unique to the individual institutions. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED313071

INSTITUTIONAL

PLANNING GUIDELINES

1989-1990

IC 890 550

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. M. McLaughlin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

New Mexico Commission on Higher Education

BEST COPY AVAILABLE

NEW MEXICO COMMISSION ON HIGHER EDUCATION

Frank M. Bond
Chairman
Santa Fe

Robert E. Taylor
Vice-Chairman
Silver City

Marjorie Bell Chambers
Secretary
Los Alamos

John T. Finger
Albuquerque

Robert Stamm
Albuquerque

Clarence Fielder
Las Cruces

Joan Tucker
Hobbs

Jo Ann S. Jaramillo
Roswell

Herbert M. Fernandez
Albuquerque

Buck R. Wilson
Portales

(Vacant)

John Schoeppner, UNM
(Voting)

T. Collier Albright, NMMI
(Non-Voting)

Staff

Dewayne Matthews
Executive Director

Michael Glennon
Deputy Director

Rosalie A. Bindel
Associate Executive Director
for Academic Affairs

Danny Earp
Associate Executive Director
for Finance

Frank Carrasco
Director for Information
Management and Research

Porfirio R. Diaz
Director for Planning
and Program Development

James McLaughlin
Financial Planning Director

Sharlene Begay
Director for Cooperative
Extension Network

Eileen Vigil
Financial Specialist

Linda Higbee
Capital Projects Director

Patricia Sisneros
Administrative Secretary

Isabell (Liz) Jimenez
Administrative Secretary

July 19, 1989
CHE Planning Committee

PREFACE AND ACKNOWLEDGEMENTS

The strategic plan for higher education in New Mexico, Planning for the Class of 2005: A Vision for the Future, Policy #4, provided for a comprehensive statewide planning process involving all institutions and the Commission on Higher Education. The 2005 Report focuses on the benefits of such a process as a means to optimize institutional missions and roles in developing New Mexico's higher education system so that:

(1) the institutions will have a clear understanding of the views and intentions of the Commission;

(2) Commission approval will help institutions to proceed with confidence in the development of programs which are consistent with the goals and objectives established in the institutional and state plans;

(3) an overall plan for higher education will be available for review by the Legislature, the Governor, the public, and higher education institutions;

(4) other institutional plans will be available for review by institutions updating and implementing their own plans for new program development and resource allocation; and

(5) the New Mexico higher education system will improve in overall quality, relevance, and effectiveness.

This comprehensive statewide planning process includes written five-year institutional plans with annual updates according to guidelines established by the Commission. The guidelines for the first institutional plans are outlined below.

The Commission on Higher Education recognizes institutional representatives who helped bring these 1989-1990 guidelines to their present form. While the Commission must assume responsibility for the guidelines as published, we wish to thank especially the following individuals for their contributions: Dorothy Blalock, Professor of Economics, Western New Mexico University; Richard H. Cady, Director, Planning and Policy Studies, University of New Mexico; Everett L. Frost, Vice President for Planning and Analysis, Eastern New Mexico University; Jay Gurley, Provost, Eastern New Mexico University-Clovis; Curtis R. Porter, Planning Officer, New Mexico State University; Clarence Sanchez, Registrar, New Mexico Highlands University; Nancy A. Wagoner, Project Assistant to the President, New Mexico Tech.

July 19, 1989
CHE Planning Committee

CONTENTS

Preface and Acknowledgements i

Commission on Higher Education Institutional Planning Guidelines 1

- Timelines 1
- Data 1
- Content and Format 1
  - History 2
  - Mission 2
  - Institutional Role and Scope 2
  - External Environment and Analysis 2
  - Institutional Environment 3
  - Programs 3
  - Enrollment Management Policies 7
  - System Development Plans 12
  - Faculty/Staff 12
  - Capital Resources 13
  - Accreditation 14
  - Resource Planning 14
  - Other Planning Issues 14
- Focus for Statewide Planning 15

COMMISSION ON HIGHER EDUCATION
INSTITUTIONAL PLANNING GUIDELINES

TIMELINES

Institutions should submit to the Commission a written status report by October 15, 1989. The Commission realizes that institutions are in different stages of the planning process and that such differences will be reflected in the content and specificity of institutional plans. The status report should indicate where institutions are in their planning---what information they have, what they do not have, what they are considering, and what they plan to do. The status report should identify any reporting barriers and should indicate what the institutions believe they can accomplish relevant to the CHE Institutional Planning Guidelines.

The first five-year institutional plans should be submitted to the Commission with governing board approval by May 15, 1990, prior to the submittal of institutional budgets. Annual updates should be submitted each year thereafter at the time institutional budgets are submitted for review in the spring.

The Commission will remain open, flexible, and responsive to institutions as plans are developed. Institutions may develop their plans in an incremental fashion moving from where they are with current resources to an increased planning capacity over time.

DATA

Because of its central importance to all planning, comparable data across institutions in clearly specified areas has been identified in the CHE planning guidelines below. Generally, institutions should gather data as appropriate, analyze, synthesize, and use it in their planning. Institutions, however, are not expected to submit to the Commission large collections of statistics or other data that are already collected through the Integrated Postsecondary Education Data System (IPEDS), CHE Reports, or separate submissions to the Commission. Data that the Commission will provide to the institutions and data that the institutions will develop themselves is noted below.

CONTENT AND FORMAT

The institutional plan should present an integrated and coherent approach to programs, facilities, and resources. It should lay out in straightforward terms future directions, goals, implementation steps, and resource commitments. The plan should provide opportunities for achieving the institutional mission. The following guidelines for individual institutional plans are

in keeping with the Commission's long term objectives for an iterative statewide planning and system development activity. Policy references to the strategic plan on higher education in New Mexico are enclosed in parentheses.

I. HISTORY (Policies #1, #2, #3): Provide a brief history of the development of your institution (1 to 2 pages).

II. MISSION (Policies #1, #2, #3): Submit the official governing board statement of the institutional mission and goals.

III. INSTITUTIONAL ROLE AND SCOPE (Policies #1, #2, #3): Define present role and scope and summarize institutional intent for a five-year time period in a brief narrative providing a rationale and explanation for the proposed changes. Research, instruction, and community service should be addressed. Include a response to institutional descriptions in Policies #1, #2, and #3 in the strategic plan as applicable.

IV. EXTERNAL ENVIRONMENT AND ANALYSIS

A. Environmental Factors and Assumptions: Using the Contextual Analysis prepared by the CHE Planning Committee, the long-range New Mexico Economic Forecast prepared by the UNM Bureau of Business and Economic Research (copy enclosed), and current New Mexico Demographic Projections (available from the BBER at $30 per copy*), respond to the following questions. Where you have an exception or an addition to the Contextual Analysis and BBER documents, reference and provide evidence for your analysis.

1. Describe significant issues your institution anticipates having to address in the next five years due to changes in demographics, the economy, technology, society, politics, the quality of public education K-12, and local, state, and federal regulation.

2. What will be the institutional response to the challenge(s) described above?

* Order from the Bureau of Business and Economic Research, University of New Mexico, 1920 Lomas NE, Albuquerque, NM 87131.

B. Major Competition and Barriers:

1. Four-year institutions: Identify major regional and national competition for students, faculty and research grants, and

analyze the immediate and long-range impact of that competition.

2. All institutions: Identify perceived or potential barriers (not just financial) to achieving institutional role and scope. Suggest alternatives to overcoming these barriers.

V. INSTITUTIONAL ENVIRONMENT: Identify unique aspects of the institutional environment or any special institutional growth opportunities which will significantly impact your institution. Examples would be rapid growth for a new institution, a new institutional mission, or a significant outmigration in a service area. How will these aspects be addressed?

VI. PROGRAMS

A. Program Characteristics (Policies #8, #13, #17):

1. Graduate/Undergraduate SCH Ratio: For the previous academic year (1988-1989), analyze student credit hour production and comment on the appropriate ratio of graduate to undergraduate student credit hours based on your institutional role and scope.

2. Distance Education (Policy #27): Describe institutional effort in providing off-campus credit instruction by discipline/level, delivery system, and cost. Provide five-year plans anticipating new needs and methods while identifying the barriers for development and the strategies for overcoming these limitations. (Distance education is defined to include delivery either by moving personnel to a location off of the main campus or by use of electronic media such as instructional television, instructional television fixed service, teleconferencing, videocassette, computer communication or other strategies).

3. Use of Research Overhead: Prepare a table to describe how overhead dollars from sponsored research were used in the previous fiscal year. Provide five-year plans showing how the use of overhead will be applied to improve research. Do you anticipate changes in use of overhead dollars which would result in gaining additional research grants or promoting economic development?

4. Research and Public Service Revenue Sources: What are your top three major sources of research and public service revenues from federal, state, and local agencies? Are you planning additional initiatives in seeking sponsored research or changes in these major funding sources?

5. Athletic Activities: Describe your institutional commitment to recreational and competitive athletic activities. What are your team sports? For intramural sports, what are costs and revenue sources? For intercollegiate athletics, what are the levels of competition by sport and gender, the cost of maintaining the individual programs, and the revenue sources available to offset the expenditure level?

B. Service Area Needs (Policies #1, #2, #3): Identify those new programs which the institution should develop and deliver for local, state, regional or national service. Project funding sources (federal, state, local, private) for each program.

C. Program Review and Development (Policy #8): Describe institutional practice of program review and maintaining integrity of institutional role and scope. From program review processes at all degree and certificate levels, what are the procedures and plans for initiating new programs, strengthening existing programs, and eliminating unnecessary programs?

NOTE: The Commission will annually produce the program review flagging study for baccalaureate and graduate programs according to criteria proposed by the Academic Council on Higher Education. Institutions will maintain a program review cycle of not less than five years and will annually report progress on a program-by-program basis. The annual report will indicate the nature of the rigorous program development and review processes and report action taken within the last cycle year on flagged programs and will summarize progress on programs adjusted due to past program review action.

D. Distinct National and Regional Programs and Internal Centers of Excellence: Describe the process and criteria by which your institution defines distinct national and regional instructional programs and internal centers of

excellence. Briefly define those programs fitting each category.

E. New Academic Programs (Policies #12, #15): Identify new programs by level which are being considered for implementation within the next five years. Describe the process and criteria for new program initiation and provide the anticipated timeline for implementation of each program.

1. Undergraduate Programs: Provide a list of new baccalaureate, associate, certificate, diploma, and developmental studies programs. Two-year institutions should also include occupational, transfer, and "two plus two" programs as well as provisions for contract or employer specific training. All institutions should include five-year plans for fostering excellence in teaching.

2. Graduate Programs: Provide a list of new graduate programs for which an institution will seek approval over the five-year period in rank order with a calendar for development, CHE action, and implementation.

3. Research Programs: What sponsored research programs does your institution anticipate continuing or starting over the next five years which will contribute to technology and information transfer from postsecondary education to private industry? What are the linkages with national and federal laboratories? Provide long term objectives and resource requirements. Comprehensive or regional institutions should describe in what specific ways graduate programs and research activities enhance their missions.

F. Lead Programs in Technology (Policies #2, #3, #12): Two-year institutions: Nominate in rank order up to three lead technology programs. These programs would be one-of-a-kind in New Mexico. Institutions should also indicate those lead programs that they would like to develop.

G. Inter-institutional Linkages (Policies #5, #6): Describe the extent to which your institution can participate in facilitating inter-institutional activities.

1. Present plans to establish and strengthen interdisciplinary research and joint programming, relationships with national and

federal laboratories, staff exchanges, and seminars for presidents, deans, directors, and faculty.

2. Present plans for participation and leadership in consortia.

3. Present program nominations for interstate compacts.

H. Cooperative Education (Policies #1, #2, #7, #12): Describe your cooperative education program and five-year plan. How do you plan to expand the number of students involved? How do you plan to increase job opportunities and the quality of work experiences? What occupational areas do you anticipate will be affected? What plans do you have for increasing participation of faculty and students in colleges of arts and sciences and business?

1. Provide the number of program applicants and the number of students enrolled in the program for the most recent two-year period (1987-1988 and 1988-1989) with five-year projections by age, level of instruction (LD-UD,M,D,P), geographic home (New Mexico county, state, or country); part-time/full-time status, gender, ethnicity, average GPA (Grade Point Average), and major.

2. Provide the number of openings and the number of placements by type of cooperative program and occupation for recent two-year period and five-year goals and directions for the following:

   (a) business, industry, government, and private non-profit sectors;

   (b) individual New Mexico counties and other states;

   (c) large corporations and small businesses and agencies.

3. Provide a summary of major findings of follow-up studies to date and plans for follow-up studies over the next five years.

VII. ENROLLMENT MANAGEMENT POLICIES (Policies #7, #18, #19, #21, #23, #24, #25, #28):

A. Recruitment: Provide institutional policies for recruitment.

B. Admission: Provide institutional policies for admission. Whatever your student admissions requirements, describe the basis upon which your institution denies admission and how many students have been denied each of the last three years.

C. Enrollment: From knowledge of your student body by parameters outlined below, what are your institutional goals in changing or maintaining this profile? How does this impact the state's direction in providing access and choice to its citizens, particularly with respect to ethnic minority groups?

Note: The Commission will furnish the current year information for each parameter except follow-up studies. Institutions should furnish the best information they have about five-year expectations, though it is not assumed that each institution will develop a major enrollment projection model. Each institution will furnish information about its enrollment aspirations by each parameter.

1. Age.

2. Geographic home as determined by county of residence.

3. Part-time/full-time status.

4. Academic preparation: ACT or SAT profile, advanced placement data.

Note: The Commission will provide the statewide profile data furnished by the testing services. Institutions will provide the institutional profiles for first time entering freshmen native students only (those students starting their college work at your institution).

5. Level of students: Undergraduate (lower and upper division), master's, doctoral and professional by gender and ethnicity (White; Black; Hispanic; Asian/Pacific Islander; American Indian/Alaska Native; Non-Resident Alien; Not Available).

6. International students: Country of origin; level of students (undergraduate, master's, doctoral); program of study.

7. Retention: Report results of recent studies you have conducted which indicate institutional effectiveness with students? Do you track completion rates? Do you perform retention/follow-up studies?

   Note: The Commission will provide a statewide and institutional profile from the Student File. Institutions will provide whatever more specific information they have from their own retention studies. The Commission and institutions will establish an objective for the 1989-90 planning process of developing a standard definition of retention statistics that is accessible from the current databases and will establish a goal for an improved definition related to a long-term improved database.

8. Completion: Certificates and specific degrees awarded at each level of instruction (U/M/D/P).

9. Follow-up studies: Number of students who leave institution by type of employment, military service, continued education in graduate/professional programs, unemployment, unknown. Provide evidence of flight from the state over time of alumni by discipline. What can be done to reverse these trends?

   Note: For 1989-1990, institutions will report as best they can. During 1989-1990, institutions will be expected to describe their current and/or projected processes for follow-up studies in order to meet the 2005 plan goal.

D. Developmental Studies Programs (Policy #26): Describe current institutional effort and five-year intentions in providing developmental education for students who are not adequately prepared for college (recent high school graduates as well as re-entry adults). How do these relate to your mission, role and scope; enrollment management plans, and retention results; and to the goals of the state as defined in 2005 plan?

   Note: The Commission will provide enrollment information. Comprehensive/regional institutions should indicate how developmental studies programs interact with student assessment, admission requirements, and articulation agreements. Two-year institutions should present plans to

establish, strengthen, and develop developmental studies programs. These should include recruitment plans and provisions for reentry students.

E. Student support services: Describe student support services programs which impact students' health, social, cultural and educational experience.

F. Tuition and required fees: What is your institutional policy governing tuition and required fees over the next five years? Provide your institutional two-year plan for tuition and required fees charges.

G. Cost of Attendance: What evidence do you have that the real cost of attendance* is rising or falling at your institution? (Using the same standard budgets---tuition and fees, room and board, books, transportation and miscellaneous---look at ten-year history to determine whether costs are increasing or decreasing when corrected for inflation.)

*Use standard definition included in "Dear Colleague Letter, GEN 88-7, United States Department of Education, January 1988, Appendix: Cost of Attendance.

H. Student financial aid and targeted assistance for underrepresented groups: Review data on students receiving financial aid and identify issues which your institution and the state will need to address to insure that the costs of attendance and availability of financial aid do not impede student participation from underrepresented groups.

1. Current financial aid recipient characteristics and five-year aspirations:

   a. Numbers of full-time/part/time, resident/nonresident financial aid recipients.

   b. Level (LD-UD/M/D/P) of recipients by sex and ethnicity.

   c. Need-based financial aid recipients by independent/dependent status and family income categories.

d. Aid recipient average gap between cost of attendance and available resources by level (LD-UD/M/D/P), sex, ethnicity, and residency status.

e. Gross default rate for the institution.

Note: Commission will provide current data. Institutions will describe five-year aspirations but not attempt a projection of federal policy or funding levels. Default rates are available from the New Mexico Educational Assistance Foundation.

2. Total student financial aid available by level (LD-UD/M/D/P) and amount from private, state, and federal sources:
Need-based/non-need-based by scholarships, waivers, grants, workstudy, student employment (employed by the institution and different from workstudy), and loans.

Note: Commission will provide available need-based data. Institutions will describe five-year aspirations but not attempt a projection of federal policy or numbers.

3. A summary of the institution's objectives, responsibilities, general principles and policies relating to the awarding of financial aid to full-time and part-time students, resident and non-resident students, and transfer students.

I. Articulation: Describe your institutional progress in articulation of courses and facilitating the migration of students within the system of postsecondary education in the state. What barriers have you encountered and what procedures will be used to improve communication and feedback between institutions sending and receiving transfer students?

1. A summary of official articulation agreements with other institutions. Both vertical linkages (between public schools, two-year institutions, regional/comprehensive institutions, and research institutions) and horizontal linkages (two-year institution to two-year institution and four-year institution to four-year institution) should be identified.

Note: Institutions will report those articulation agreements that are program-to-program and institution-to-institution and not reflected in the CHE course and program articulation matrices.

2. A description of the transcript evaluation process that is fair and consistent in its treatment of both native and intrastate transfer students.

   Note: Institutions will report their current and intended processes.

3. A description of procedures to be implemented Fall 1989, as required by HB 707, for providing feedback to sending institutions every time a course is not accepted for transfer and the basis for the decision with annual follow-up reports to the CHE beginning Fall 1990.

   Note: Institutions will report their current and intended processes.

4. A description of procedures for providing feedback to both secondary and postsecondary institutions on the performance of intrastate transfer students.

   Note: Institutions should report any processes they may have. During the 1989-90 planning cycle, the CHE and State Department of Education will discuss this goal and then discuss with institutions an affordable process that will protect student identity and provide useful information to school districts.

5. Current numbers and projected five-year expectations of interinstitutional and intra-institutional student transfers at the lower, upper, and graduate division levels.

   Note: The Commission will report the current year statistics by institution.

6. Other institutional expectations, aspirations, and concerns for transfers.

VIII. SYSTEM DEVELOPMENT PLANS (Policies #7, #14):

A. Outcomes assessment: Describe current programs (if any) for institutional and student learning outcomes (both cognitive and affective) assessment. What are your indicators? How will the results be used to institute change? Describe your intentions to seek system development support for future efforts.

B. Placement and follow-up studies: Describe current programs (if any) and intentions to seek system development support for future efforts.

IX. FACULTY/STAFF

A. Faculty Characteristics (Policies #10, #11, #20): Describe current status and five-year goals for faculty and staff according to parameters outlined below. What problems and solutions do you anticipate with respect to faculty/staff participation according to gender, ethnicity, and discipline? What is the extent to which you rely on part-time, adjunct, non-tenure track faculty and graduate teaching assistants to provide instruction? Will this change in the future?

1. Age

2. Academic preparation (highest or terminal degree)

3. Current year fellowships and awards

4. Distinguished professorships and faculty chairs

5. Faculty effort: Describe how your institution identifies faculty effort and provide a profile of time spent in teaching, research and service, dollars generated in outside grants, and other factors.

6. Faculty rank distribution by gender and ethnicity.

7. Tenure/time-in-service status by gender and ethnicity.

8. Tenure/time-in-service density by college/department

Note: CHE will provide current available data. Institutions should provide information in #3, #4, #5, and #8 above. Two-year institutions should also provide information in #7 above.

B. Faculty/Staff Development (Policies #10, #20): Describe faculty renewal policies including in-service education, professional development, sabbaticals, travel, and professional meetings. Provide five-year plans for improving faculty/staff renewal and quality.

C. Personnel Management: Provide for recruitment, tenure management, tenure density, performance pay, optional retirement, personnel contracts, and affirmative action. Describe the issues affecting adequate faculty/staff compensation and possible resolutions at the institutional and state level.

X. CAPITAL RESOURCES (Policies #5, #13, #16):

A. Space Usage: Describe classroom/laboratory space utilization trends (hourly percent usage of classroom and laboratory spaces by gross square feet) and identify anticipated needs for instructional space.

B. Renovation and New Construction: Identify building renovation/new construction projects in rank order over the next five years and anticipated state funds required.

C. Facilities Maintenance: Provide five-year projections for facilities maintenance needs with requirements for state funding which will not be met by building renewal and replacement formula funds.

D. Equipment: Describe your institution's plans for new instructional and research equipment acquisitions and maintenance.

E. Bond Issues: What is your current bond debt obligation and total bonding capacity?

F. Libraries and Computer Services: Describe your institution's policies or plans for information systems management including libraries and computer services (acquisitions, maintenance, and support).

G. Resource Coordination: Provide goals and objectives for coordination of resources with other in-state and out-of-state institutions and libraries.

Note: Extract appropriate information from your current institutional facility master plan for this section. The Commission will develop revised guidelines for the facilities master plans to eliminate duplication with the institutional plans.

XI. ACCREDITATION (Policies #8, #9):

A. Institutional and Special Accreditations: Report inventory of institutional (North Central) and program accreditations with renewal dates for upcoming five-year period. Note any changes in accreditation status.

B. Accreditation Reports: Provide an executive summary of most recent North Central self-study and report of on-site visitors for accreditation.

XII. RESOURCE PLANNING (Policies #4, #13): Describe anticipated needs over the next five years in funding, equipment, staffing or other areas and how these needs may be met through cost efficiencies with public and non-public support.

A. Revenues: Describe revenues including state appropriations, local mill levies, tuition and fees, land and permanent funds, endowments, private contributions, donations, and other "fund-raising" efforts.

Note: Commission will provide available data. Institutions will submit audit of foundations to provide information on private contributions, donations, etc.

B. Instruction and General Expenditures: Provide restricted and unrestricted expenditures for instruction, academic support, student services, institutional support, and plant operation and maintenance.

Note: Commission will provide data.

XIII. OTHER PLANNING ISSUES: Describe other planning issues unique to your institution.

FOCUS FOR STATEWIDE PLANNING

As institutions prepare their plans according to the guidelines presented in the previous section, they should select a limited number of issues for particular focus. The following list of important issues for New Mexico's public higher education has been developed for focus of first year plans.

1. A high priority should be the evaluation of the adequacy of current funding levels, particularly in regard to faculty salaries, deparmental funds, equipment and financial aid.

2. Rates of minority participation, rentention, and degree completion are too low.

3. Too many young people who aspire to a college education in New Mexico are inadequately prepared for it. There is a lack of well defined educational performance standards for students in high school who are preparing for college.

4. Authoritative population projections for New Mexico show these expected increases:

   * general population by 2010: 33% above 1990
   * age cohort 20-24 by 2010: 29 % above 1990
   * high school graduates by 2000: 25% above 1989.

   By 2005 there will be around two million New Mexicans. If 5 percent of the population enrolls in the state's colleges and universities, there would be around 100,000 college students in 2005 vs. around 70,000-75,000 in 1988. Should this demand be accommodated? If so, how?

5. The rapidly increasing costs of attendance for students results in lower participation rates, especially for low income and minority students.

6. There is evidence of a "brain drain," the out-migration to colleges and universities in other states, by many of our better prepared high school graduates. There is evidence of a "brain drain" of faculty also.

7. There is a need for an equitable and rational state-level tuition policy which sets the student's and state's shares of cost.

8. The enrollment distribution in New Mexico is heavily concentrated in the more expensive four-year sector, resulting in a system with a high per student cost.

9. There is a general concern about the quality of learning, especially among undergraduates.

ERIC Clearinghouse for Junior Colleges
DEC 22 1989